

Appendices

Appendix A

GPE 2020 RESULTS REPORT INDICATORS¹

IMPACT

Strategic Goal 1: Improved and more equitable student learning outcomes through quality teaching and learning

Indicator	Source for data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
1. Proportion of partner countries (PCs) showing improvement on learning outcomes (basic education)	UNICEF, others ²	Reporting in 2018 and 2020	Overall: ³	65%	n/a ⁴	n/a	68%	n/a	70% ⁵
			PCFC: ⁷	50%	n/a	n/a	- ⁶	n/a	75%
			Baseline time frame = CY2000-2015 N = 20 PCs (4 PCFCs) with assessment data available						
2. Percentage of children under five (5) years of age who are developmentally on track in terms of health, learning, and psychosocial well-being ⁸	UNICEF	Reporting in 2018 and 2020	Overall:	66%	n/a	n/a	70%	n/a	74%
			PCFC:	62%	n/a	n/a	-	n/a	n/a
			Female:	68%	n/a	n/a	n/a ⁹	n/a	75%
Baseline time frame = CY2011-2014 N = 22 PCs									

Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility

3. Cumulative number of equivalent children supported for a year of basic education (primary and lower secondary) by GPE	UIS, GPE Secretariat	Yearly	Overall:	7.2 million	11.3 million	17.3 million	22.3 million	n/a	n/a
					13.2 million¹⁰	18.5 million	22.2 million		
			PCFC:	5.6 million	7.2 million	9.5 million	11.4 million	n/a	n/a
				10.4 million	14 million	16.6 million			
			Female:	3.4 million	5.4 million	8.3 million	10.7 million	n/a	n/a
					6.3 million	8.8 million	10.6 million		
Baseline time frame = CY2015 N = 49 PC (24 PCFCs)									

- Throughout this table, the core indicators are indicated by a colored vertical line in the lefthand column.
- Including international, regional and national assessments.
- Throughout this table, the "Overall" fields display data for all partner countries for which data are available.
- Throughout this table, "n/a" stands for "not applicable."
- The 2020 targets (both overall and PCFCs) have been revised based on new baseline sample, which consists of 20 PCs (including four PCFCs).
- Throughout this table, "-" indicates insufficient data to report.
- Partner countries affected by fragility and conflict.
- "Children under five years of age" refers to children between 36 and 59 months of age.
- Although a 2018 milestone and 2020 target were initially intended for Indicator 2 for PCFCs, there was not enough available data to calculate these.
- Throughout this table, values in bold represent actual values, while values not bolded represent milestones or targets.

Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
4. Proportion of children who complete: (a) primary education; (b) lower secondary education	UIS	Yearly (two-year time lag)	(a) Primary education:						
			Overall:	72.5%	73.7%	74.8%	76.0%	77.1%	78.3%
					73.2%	76.1%	76.7%	74.7%	
			PCFC:	68.1%	69.3%	70.6%	71.9%	73.3%	74.6%
					68.5%	68.3%	69.8%	68.4%	
			Female:	70.1%	71.1%	72.3%	73.5%	74.7%	75.9%
					70.8%	73.9%	74.5%	73.1%	
			(b) Lower secondary education:						
			Overall:	47.9%	48.6%	49.5%	50.3%	51.2%	52.1%
					49.5%	50.2%	51.6%	52.0%	
PCFC:	41.1%	41.9%	42.7%	43.6%	44.5%	45.4%			
		42.7%	42.8%	45.5%	45.2%				
Female:	45.7%	46.9%	48.1%	49.3%	50.6%	51.8%			
		47.0%	47.9%	49.6%	50.1%				
			Baseline time frame = CY2013 N = 61 PCs [28 PCFCs]						
5. Proportion of GPE partner countries within set thresholds for gender parity index of completion rates for: (a) primary education; (b) lower secondary education	UIS	Yearly (two-year time lag)	(a) Primary education:						
			Overall:	62%	64%	65%	66%	68%	69%
					64%	66%	67%	69%	
			PCFC:	54%	54%	55%	57%	59%	61%
					57%	57%	57%	64%	
			(b) Lower secondary education:						
			Overall:	49%	52%	56%	59%	62%	66%
					54%	51%	54%	54%	
			PCFC:	36%	32%	38%	43%	48%	54%
					34%	39%	43%	46%	
			Baseline time frame = CY2013 N = 61 PCs [28 PCFCs]						
6. Pre-primary gross enrollment ratio	UIS	Yearly (two-year time lag)	Overall:	28.2%	29.0%	29.8%	30.6%	31.4%	32.2%
					28.1%	37.2%	37.9%	41.1%	
			PCFC:	22.6%	23.3%	24.0%	24.6%	25.3%	26.0%
					22.1%	35.5%	35.1%	37.0%	
			Female:	27.5%	28.3%	29.1%	29.9%	30.8%	31.6%
					27.5%	36.7%	37.3%	40.3%	
			Baseline time frame = CY2013 N = 61 PCs [28 PCFCs]						

Strategic Goal 2: Increased equity, gender equality and inclusion for all in a full cycle of quality education, targeting the poorest and most marginalized, including by gender, disability, ethnicity and conflict or fragility

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
7. Out-of-school rate for: (a) children of primary school age; (b) children of lower secondary school age	UIS	Yearly [two-year time lag]	(a) Children of primary school age:						
			Overall:	20.3%	19.6%	19.0%	18.3%	17.7%	17.0%
					19.8%	19.4%	19.4%	19.2%	
			PCFC:	25.8%	25.0%	24.2%	23.4%	22.5%	21.7%
					25.0%	25.9%	23.7%	23.6%	
			Female:	22.7%	21.9%	21.1%	20.2%	19.4%	18.6%
					22.3%	22.0%	21.7%	21.7%	
			(b) Children of lower secondary school age:						
			Overall:	33.4%	32.7%	32.0%	31.3%	30.6%	29.9%
					32.4%	32.9%	31.8%	30.4%	
PCFC:	38.4%	37.2%	36.0%	34.8%	33.6%	32.4%			
		36.6%	40.8%	37.6%	33.4%				
Female:	35.3%	34.3%	33.3%	32.2%	31.2%	30.2%			
		34.2%	34.1%	33.9%	32.0%				
Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)									
8. Gender parity index of out-of-school rate for: (a) primary education; (b) lower secondary education	UIS	Yearly [two-year time lag]	(a) Primary education:						
			Overall:	1.27	1.26	1.25	1.24	1.23	1.22
					1.28	1.30	1.27	1.29	
			PCFC:	1.34	1.33	1.32	1.31	1.30	1.29
					1.37	1.40	1.40	1.40	
			(b) Lower secondary education:						
			Overall:	1.12	1.10	1.09	1.07	1.05	1.04
					1.11	1.08	1.14	1.11	
			PCFC:	1.19	1.17	1.15	1.14	1.12	1.10
					1.19	1.14	1.16	1.13	
Baseline time frame = CY2013 N = 61 PCs (28 PCFCs)									
9. Equity index	UNICEF	Yearly	Overall:	32%	24%	36%	38%	40%	42%
					37%	42%	46%	51%	
			PCFC:	33%	15%	37%	39%	41%	43%
					37%	41%	48%	52%	
Baseline time frame = CY2010-2014 N = 59 PCs (27 PCFCs)									

OUTCOME

Strategic Goal 3: Effective and efficient education systems delivering equitable, quality educational services for all

Indicator	Source for data	Periodicity	Baseline		Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
10. Proportion of partner countries that have (a) increased their public expenditure on education; or (b) maintained sector spending at 20% or above	PCs, GPE Secretariat	Yearly	Overall:	78% (a - 24%; b - 53%)	76%	83%	85%	88%	90%
					79%	65%	70%		
			PCFC:	77% (a - 32%; b - 45%)	74%	81%	82%	84%	86%
Baseline time frame = CY2015 N = 49 PCs (22 PCFCs)									
11. Equitable allocation of teachers, as measured by the relationship [R ²] between the number of teachers and the number of pupils per school in each partner country	PCs, GPE Secretariat	Reporting in 2018 and 2020	Overall:	29%	n/a	n/a	38%	n/a	48%
						-			
			PCFC:	18% ¹¹	n/a	n/a	n/a	n/a	n/a
Baseline time frame = CY2010-2014 N = 21 PCs (11 PCFCs) ¹²									
12. Proportion of partner countries with pupil/trained teacher ratio below threshold (<40) at the primary level	UIS	Yearly [two-year time lag]	Overall:	25%	27%	29%	31%	33%	35%
					29%	24%	30%	34%	
			PCFC:	13%	13%	17%	17%	21%	21%
Baseline time frame = CY2013 N = 55 PCs (24 PCFCs)									
13. Repetition and drop out impact on efficiency, as measured by the internal efficiency coefficient at the primary level in each partner country	PCs, GPE Secretariat	Reporting in 2018 and 2020	Overall:	26%	n/a	n/a	32%	n/a	42%
						-			
			PCFC:	17%	n/a	n/a	n/a	n/a	25%
Baseline time frame = CY2010-2014 N = 19 PCs (12 PCFCs)									
14. Proportion of partner countries reporting at least 10 of 12 key international education indicators to UIS (including key outcomes, service delivery and financing indicators as identified by GPE)	UIS	Yearly [two-year time lag]	Overall:	30%	30%	38%	43%	54%	66%
					43%	30%	34%	30%	
			PCFC:	32%	32%	39%	43%	46%	54%
Baseline time frame = CY2012-2013 N = 61 PCs (28 PCFCs)									
15. Proportion of partner countries with a learning assessment system within the basic education cycle that meets quality standards	UIS, UNESCO, World Bank, PC	Reporting in 2018 and 2020	Overall:	32%	n/a	n/a	38%	n/a	47%
						48%			
			PCFC:	21%	n/a	n/a	29%	n/a	36%
Baseline time frame = CY2011-2015 N = 60 PCs (28 PCFCs)									

11. Revised value is 25%.

12. Revised N for PCFCs is 12.

COUNTRY-LEVEL

Strategic Objective 1: Strengthen education sector planning and policy implementation

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
(a): Support evidence-based, nationally owned sector plans focused on equity, efficiency and learning									
16.a Proportion of endorsed (a) education sector plans (ESPs) or (b) transitional education plans (TEPs) meeting quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	58% of ESPs/TEPs met at least the minimum number of quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	56% of ESPs met at least 5 quality standards out of 7	n/a	n/a	95%	n/a	100%
			TEPs:	67% of TEPs met at least 3 quality standards out of 5	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.b Proportion of ESPs/TEPs that have a teaching and learning strategy meeting quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	58% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.c Proportion of ESPs/TEPs with a strategy to respond to marginalized groups that meets quality standards (including gender, disability, and other context-relevant dimensions)	GPE Secretariat	Reporting in 2018 and 2020	Overall:	68% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	63% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	100% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
16.d Proportion of ESPs/TEPs with a strategy to improve efficiency that meets quality standards	GPE Secretariat	Reporting in 2018 and 2020	Overall:	53% of ESPs/TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			ESPs:	50% of ESPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			TEPs:	67% of TEPs met at least 4 out of 5 quality standards	n/a	n/a	95%	n/a	100%
			Baseline = CY2014-2015 N = 19 sector plans (16 ESPs and 3 TEPs)						
(b): Enhance sector plan implementation through knowledge and good practice exchange, capacity development and improved monitoring and evaluation, particularly in the areas of teaching and learning and equity and inclusion									
17. Proportion of partner countries or states with a data strategy that meets quality standards	GPE Secretariat	Yearly	n/a	100%	100%	100%	100%	100%	
				100%	n/a ¹³	100%	100%	100%	
Baseline time frame = FY2015 N = 1 ESPIG application identified with data gaps to inform key indicators									

13. All three countries that applied for ESPIG published data at the national level, which is why none developed a data strategy.

Strategic Objective 2: Support mutual accountability through effective and inclusive sector policy dialogue and monitoring

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020
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(a): Promote inclusive and evidence-based sector policy dialogue and sector monitoring, through government-led local education groups and the joint sector review process, with participation from civil society, teachers' organizations, the private sector and all development partners

18. Proportion of joint sector reviews (JSRs) meeting quality standards	GPE Secretariat	Yearly	Overall:	29% of JSRs met at least 3 quality standards out of a total of 5	41%	53%	66%	78%	90%
					45%	32%	27%	71%	
			PCFC:	25% of JSRs met at least 3 quality standards out of a total of 5	38%	51%	64%	77%	90%
					36%	18%	38%	75%	
Baseline time frame = CY2015 N = 35 JSRs (20 in PCFCs)									

(b): Strengthen the capacity of civil society and teacher organizations to engage in evidence-based policy dialogue and sector monitoring on equity and learning, leveraging social accountability to enhance the delivery of results

19. Proportion of local education groups (LEGs) with (a) civil society and (b) teacher representation	GPE Secretariat	Yearly	Overall:	44% (a - 77%; b - 48%)	n/a	48%	52%	55%	59%
						53%	59% (a. 89%; b. 59%)	64% (a. 89%; b. 66%)	
			PCFC:	55% (a - 77%; b - 58%)	n/a	59%	63%	66%	70%
						61%	65% (a. 91%; b. 65%)	67% (a. 94%; b. 67%)	
Baseline time frame = FY2016 N = 61 LEGs (28 in PCFCs)									

Strategic Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning

(a): GPE financing is used to improve national monitoring of outcomes, including learning

20. Proportion of grants supporting EMIS/learning assessment systems	GPE Secretariat, grant agents	Reporting in 2018 and 2020	Overall:	38%	n/a	n/a	50%	n/a	60%
						94%			
			PCFC:	34%	n/a	n/a	43%	n/a	51%
						100%			
Baseline time frame = FY2015 N = 53 active ESPIGs at the end of FY (29 in PCFCs)									

(b): GPE financing is used to improve teaching and learning in national education systems

21. Proportion of textbooks purchased and distributed through GPE grants, out of the total planned by GPE grants	GPE Secretariat, grant agents	Yearly	Overall:	74%	n/a	78%	82%	86%	90%
						114%	91%	107%	
			PCFC:	71%	n/a	76%	81%	85%	90%
						118%	106%	99%	
Baseline time frame = FY2016 N = 13 ESPIGs (9 in PCFC)									
22. Proportion of teachers trained through GPE grants, out of the total planned by GPE grants	GPE Secretariat, grant agents	Yearly	Overall:	86%	n/a	87%	88%	89%	90%
						98%	90%	96%	
			PCFC:	83%	n/a	85%	87%	88%	90%
						90%	91%	99%	
Baseline time frame = FY2016 N = 30 ESPIGs (17 in PCFCs)									

Strategic Objective 3: GPE financing efficiently and effectively supports the implementation of sector plans focused on improved equity, efficiency and learning

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
(c): GPE financing is used to improve equity and access in national education systems									
23. Proportion of classrooms built or rehabilitated through GPE grants, out of the total planned by GPE grants	GPE Secretariat, grant agents	Yearly	Overall:	65%	n/a	69%	73%	76%	80%
						76%	89%	81%	
			PCFC:	71%	n/a	73%	76%	78%	80%
					71%	85%	91%		
Baseline time frame = FY2016 N = 25 ESPIGs (17 in PCFCs)									
(d): The GPE funding model is implemented effectively, leading to the achievement of country-selected targets for equity, efficiency and learning									
24. Proportion of GPE program grant applications approved from 2015 onward: (a) identifying targets in funding model performance indicators on equity, efficiency and learning; (b) achieving targets in funding model performance indicators on equity, efficiency and learning	GPE Secretariat	Yearly	Overall:	(a) n/a (b) n/a ¹⁴	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%	(a) 95% (b) 90%
					(a) 100% (b) 100%	(a) 100% (b) 100%	(a) 100% (b) 100%	(a) 100% (b) 100%	
			PCFC:	(a) n/a (b) n/a	(a) 90% (b) 90%	(a) 90% (b) 90%	(a) 90% (b) 90%	(a) 90% (b) 90%	(a) 90% (b) 90%
				(a) 100% (b) n/a	(a) 100% (b) n/a	(a) 100% (b) 100%	(a) 100% (b) 100%		
Baseline time frame = FY2015 N = (a) 3 ESPIG applications; (b) 0 active ESPIGs with such performance indicators due for assessment in FY2015									
(e): GPE financing is assessed based on whether implementation is on track									
25. Proportion of GPE program grants assessed as on track with implementation	GPE Secretariat, grant agents	Yearly	Overall:	80%	n/a	82%	83%	84%	85%
						79%	89%	86%	
			PCFC:	77%	n/a	79%	80%	82%	83%
					85%	94%	82%		
Baseline time frame = FY2016 N = 54 active ESPIGs at the end of FY (29 in PCFCs) ¹⁵									

14. Performance data are not applicable for fiscal year 2015, as there were no ESPIG applications that identified equity, efficiency and learning indicators that were up for assessment of target attainment in fiscal year 2015.

15. Revised value is 31.

GLOBAL LEVEL
Strategic Objective 4: Mobilize more and better financing

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
(a): Encourage increased, sustainable, and better coordinated international financing for education by diversifying and increasing GPE's international donor base and sources of financing									
26. Funding to GPE from nontraditional donors (private sector and those who are first-time donors to GPE)	GPE Secretariat	Yearly	US\$5.0 million	US\$6.4 million	US\$8.5 million	US\$11.3 million	n/a	n/a	
				US\$6.4 million	US\$10 million	US\$12.4 million			
Baseline time frame = FY2015									
27. Percentage of donor pledges fulfilled	GPE Secretariat	Yearly	100% of pledges fulfilled	100%	100%	100%	100%	100%	
				100%	100%	100%	100%		
Baseline time frame = FY2015									
28. Proportion of GPE donors that have (a) increased their funding for education; or (b) maintained their funding	OECD-DAC	Yearly	48% (a – 38%; b – 10%)	n/a	50%	52%	54%	56%	
					62%	48%	76%		
Baseline time frame = CY2010-2014 N = 21 donors									
(b): Advocate for improved alignment and harmonization of funding from the partnership and its international partners around nationally owned education sector plans and country systems									
29. Proportion of GPE grants aligned to national systems	GPE Secretariat	Yearly	Overall:	34% of ESPIGs meet at least 7 elements of alignment out of a total of 10	37%	41%	44%	47%	51%
					31%	28%	36%	36%	
			PCFC:	27% of ESPIGs meet at least 7 elements of alignment out of a total of 10	29%	31%	34%	37%	38%
				26%	24%	24%	26%		
Baseline time frame = FY2015 N = 68 active ESPIGs at any point during FY (37 in PCFCs)									
30. Proportion of GPE grants using: (a) cofinanced project or (b) sector-pooled funding mechanisms	GPE Secretariat	Yearly	Overall:	40% of ESPIGs are cofinanced or sector pooled	34%	48%	52%	56%	60%
				(a – 26%; b – 13%)	39%	37%	34%	31%	
			PCFC:	32% of ESPIGs in PCFCs are cofinanced or sector pooled	32%	38%	40%	44%	45%
			(a – 22%; b – 11%)	35%	31%	27%	30%		
Baseline time frame = FY2015 N = 68 active ESPIGs at any point during FY (37 in PCFCs)									
(c): Support increased, efficient and equitable domestic financing for education through cross-national advocacy, mutual accountability and support for transparent monitoring and reporting									
31. Proportion of country missions addressing domestic financing issues	GPE Secretariat	Yearly	Overall:	47%	51%	54%	58%	61%	65%
					70%	70%	83%	96%	
			PCFC:	62%	65%	65%	65%	65%	65%
				81%	76%	86%	98%		
Baseline time frame = FY2015 N = 57 missions (34 to PCFCs)									

Strategic Objective 5: Build a stronger partnership

Indicator	Source for data	Periodicity	Baseline	Milestone 2016	Milestone 2017	Milestone 2018	Milestone 2019	Target 2020	
(a): Promote and coordinate consistent country-level roles, responsibilities, and accountabilities among governments, development partners, grant agents, civil society, teacher's organizations, and the private sector through local education groups and a strengthened operational model									
32. Proportion of (a) partner countries and (b) other partners reporting strengthened clarity of roles, responsibilities, and accountabilities in GPE country processes	GPE Secretariat	Yearly	All respondents						80%
			PC:	n/a	n/a	65%	70%	75%	
						65%	n/r¹⁶	n/r	
			Other partners:	n/a	n/a	65%	70%	75%	
						63%	n/r	n/r	
			Respondents in PCFCs						
PC:	n/a	n/a	65%	70%	75%	80%			
			58%	n/r	n/r				
Other partners:	n/a	n/a	65%	70%	75%	80%			
			55%	n/r	n/r				
			Baseline time frame = FY2016 N = 70 respondents in 28 PCs (40 in 16 PCFCs)						
(b): Use global and cross-national knowledge and good practice exchange effectively to bring about improved education policies and systems, especially in the areas of equity and learning									
33. Number of policy, technical and/or other knowledge products developed and disseminated with funding or support from GPE	GPE Secretariat	Yearly	4	6 ¹⁷	21	37	50	64	
				13	36	69	78		
			Baseline time frame = FY2015						
(c): Expand the partnership's convening and advocacy role, working with partners to strengthen global commitment and financing for education									
34. Number of advocacy events undertaken with partners and other external stakeholders to support the achievement of GPE's strategic goals and objectives	GPE Secretariat	Yearly	11 ¹⁸	n/a	26	38	51	65	
					26	57	75		
			Baseline time frame = FY2016						
(d): Improve GPE's organizational efficiency and effectiveness, creating stronger systems for quality assurance, risk management, country support and fiduciary oversight									
35. Proportion of significant issues identified through audit reviews satisfactorily addressed	GPE Secretariat	Yearly	100%	n/a	100%	100%	100%	100%	
					100%	100%	100%		
			Baseline time frame = FY2016 N = 12 audit reports						
36. Proportion of GPE Secretariat staff time spent on country-facing functions	GPE Secretariat	Yearly	28%	32%	36%	40%	45%	50%	
				42%	41%	44%	48%		
			Baseline time frame = FY2015 N = 2,254.74 total work weeks						
(e): Invest in monitoring and evaluation to establish evidence of GPE results, strengthen mutual accountability, and improve the work of the partnership									
37. Proportion of results reports and evaluation reports published against set targets	GPE Secretariat	Yearly	100%	n/a	n/a	100%	100%	100%	
						100%	100%		
			Baseline time frame = FY2015 N = 1 results report and 1 evaluation report						

16. Please note that "n/r" stands for "not reported."

17. The target for fiscal year 2016 was set by the organization indicators, which, by definition, do not include knowledge products developed by partners through GPE funding (e.g., GRAs).

18. Revised value is 14.

Appendix B

TECHNICAL NOTES ON INDICATOR DATA

- › **1. Baselines:** The year 2015 is the overall baseline year for the results framework, which will report on the achievement of the goals and objectives of GPE's strategic plan GPE 2020, covering the period 2016 to 2020. In some cases, because of data availability limitations, the baseline was set at 2016. Ten indicators had revised baseline values published in the *Results Report 2015/16* because of improved availability of data: 1, 9, 10, 20, 21, 22, 23, 25, 30 and 37; Indicator 35 was also updated from "in process" to 100 percent.
- › **2. Milestones and targets:** For each indicator, 2020 end targets and milestones in intervening years were developed, in 2015, to assess whether GPE is on track to reach them. For Indicators 3 and 26, these were calculated based on donor funding and grant allocations for the period 2016-2018 (according to the 2015-2018 GPE replenishment). Given the new funding and grants under the new replenishment cycle (2018-2020), it was not possible to compute comparable milestones or targets for the period 2019-2020.
- › **3. Periodicity:** In accordance with the nature of the data underpinning each indicator, source data can be based on the calendar year or on the Secretariat's fiscal year (July to June). The results framework specifies which is used for each indicator.
- › **4. Data sources:** Data sources vary; the results framework uses data from the UNESCO Institute for Statistics (UIS), UNICEF and other partners, in addition to data generated by the Secretariat.
- › **5. Units of analysis:** Indicators have different units of analysis—for example, children, partner countries, grants, donors, technical reports, and so on.
- › **6. Sample:** If the unit of analysis is a partner country, the sample consists of those countries that were partner countries at baseline, in 2015 (that is, 61 countries). If the unit of analysis is a grant (Indicators 20, 21, 22, 23, 24, 25, 29 and 30), education plan, joint sector review, local education group or mission (Indicators 16, 18, 19 and 31, respectively) all units from the reference year are included in the sample.
- › **7. Reporting cycle:** While some indicators are reported on every year, others are reported on only once every other year.
- › **8. Tolerance:** In the case of UIS-based, impact-level indicators that are reported in percentages, a 1 percentage point "tolerance" is applied to assessing achievement of milestones and targets (see note 10 below). Therefore, if GPE achievement is within 1 percentage point of its milestone or target, this will be considered to have been met within tolerance.
- › **9. Disaggregation:** Depending on the nature of the indicator, different types of disaggregation are applied. Typically, where the unit of analysis is a partner country, data are disaggregated by PCFC. Where the unit of analysis involves children, data are also disaggregated by sex.
- › **10. PCFC:** Though GPE revises the list of partner countries affected by fragility and conflict every year, the list from 2016 is used for the disaggregation of indicators, as the baseline and milestones and target set for 2020 are based on the PCFC list from 2016. However, the list of PCFCs from 2019 is used for the disaggregation of grant-level indicators (Indicators 18, 19, 20, 21, 22, 23, 24, 25, 29 and 30), to be consistent with other GPE publications (for example, the portfolio review).
- › **11. Core indicators:** Within the GPE results framework, a subset of 12 "core indicators" highlights the key results the partnership aims to achieve. These core indicators display a vertical line to the left of the indicator in the results framework data tables presented in Appendix A.
- › **12. Achievement:** There are three categories for overall results for each indicator: met, partially met, and not met. In cases where an indicator has separate milestones for different education levels, indicator milestones are reflected as partially met if milestones for primary were achieved, but they were not for lower secondary. Indicator milestones are reflected as not met if milestones for lower secondary were achieved, but they were not for primary. They are reflected as met if the overall milestone is met, even if the milestone for disaggregated group(s) (that is, PCFC and/or girls) is not met.
- › **13. Updated data:** New data are available for some results framework indicators. When they are based on internally produced data, the revised numbers for 2016 and 2017 reporting years have been used in the figures and main texts in this report. Indicators 4, 5, 6, 7, 8, 12 and 14 of the results framework use data sourced from

the UIS. As new data become available, imputation methodologies are revised and population data are updated. The UIS revises indicator values. This includes revising data for past years. For instance, the value the UIS reported in 2016 for the primary completion rate in partner countries in 2015 can differ from the value it reported in 2017, when more reliable data for 2015 became available. In this iteration of the results report, the updated 2019 data release is used in the text and figures throughout the report. However, to avoid frequent revisions in baselines, milestones and targets, GPE will not officially revise data for any indicators going backward in its results framework (with the exception of the baselines noted in note 1 above).

- › **14. Methodological notes:** Methodological notes for each indicator are available on the GPE website at <http://www.globalpartnership.org/content/results-framework-methodology>.

Appendix C

GPE PARTNER COUNTRIES AS OF MARCH 2020

Low-income countries: Afghanistan; Benin; Burkina Faso; Burundi; Central African Republic; Chad; Congo, Dem. Rep.; Eritrea; Ethiopia; The Gambia; Guinea; Guinea-Bissau; Haiti; Liberia; Madagascar; Malawi; Mali; Mozambique; Nepal; Niger; Rwanda; Sierra Leone; Somalia; South Sudan; Tanzania; Tajikistan; Togo; Uganda; Yemen

Small island and landlocked developing states: Bhutan; Cabo Verde; Dominica; Grenada; Guyana; Lesotho; Maldives; Sao Tome and Principe; St. Lucia; St. Vincent and the Grenadines

Lower-middle-income countries: Bangladesh; Cambodia; Cameroon; Comoros; Congo, Rep. of; Cote d'Ivoire; Djibouti; Ghana; Honduras; Kenya; Kyrgyz Republic; Lao PDR; Mauritania; Moldova; Mongolia; Myanmar; Nicaragua; Nigeria; Pakistan; Papua New Guinea; Senegal; Sudan; Timor-Leste; Uzbekistan; Vietnam; Zambia; Zimbabwe

Upper-middle-income countries (countries no longer eligible for GPE funding): Albania; Georgia

Countries eligible to join GPE

Low-income countries: Syria

Small island and landlocked developing states: Eswatini; Kiribati; the Marshall Islands; FS Micronesia; Samoa; the Solomon Islands; Tonga; Tuvalu; Vanuatu

Lower-middle-income countries: Armenia; Bolivia; Indonesia; Sri Lanka; Tunisia; Ukraine; West Bank and Gaza

Upper-middle-income countries: Egypt, Arab Rep.; El Salvador; Guatemala; India; Morocco; the Philippines

PCFCs included in the 2016–2018 results report samples

A country is included if it is listed in either the World Bank's Harmonized List of Fragile Situations or UNESCO's list of conflict-affected countries. The former is the list of IDA-eligible countries with (i) a harmonized CPIA country rating of 3.2 or less, and/or (ii) the presence of UN and/or regional peace-keeping or political/peace-building mission during the last three years (World Bank [2017] Information Note: The World Bank Group's Harmonized List of Fragile Situations, p. 3). The latter is a list of countries with 1,000 or more battle-related deaths (including fatalities among civilians and military actors) over the preceding 10-year period and/or more than 200 battle-related deaths in any one year over the preceding three-year period according to the Uppsala Conflict Data Program Battle-Related Deaths Dataset (UNESCO [2017] Global Education Monitoring Report, p. 427). The list for 2019 is based on the World Bank's list for FY2019 and UNESCO's

Table C.1.
FY2016 GPE PCFCs

Afghanistan
Burundi
Central African Republic
Chad
Comoros
Cote d'Ivoire
Congo, DR
Eritrea
Ethiopia
Gambia, The
Guinea-Bissau
Haiti
Liberia
Madagascar
Mali
Nepal
Nigeria
Pakistan
Rwanda
Sierra Leone
Somalia
South Sudan
Sudan
Timor-Leste
Togo
Uganda
Yemen
Zimbabwe

Note: Out of the 61 PCs of results framework. Applicable for Indicators 1 through 17 inclusive, and Indicator 31.

Table C.2.
FY2019 GPE PCFCs

Afghanistan
Burundi
Cameroon
Central African Republic
Chad
Comoros
Cote d'Ivoire
Congo, DR
Congo, Rep. of
Djibouti
Eritrea
Ethiopia
Gambia, The
Guinea-Bissau
Haiti
Liberia
Mali
Mozambique
Niger
Nigeria
Pakistan
Papua New Guinea
Rwanda
Somalia
South Sudan
Sudan
Togo
Uganda
Yemen
Zimbabwe

Note: Out of the 61 PCs of results framework. Applicable for Indicators 18 through 25 inclusive, 29 and 30.

Global Education Monitoring Report 2018. The list for 2016 is based on the World Bank's list for FY2016 and UNESCO's Global Education Monitoring Report 2015.

Appendix D

KEY TAKEAWAYS FROM THE COUNTRY-LEVEL EVALUATIONS ON MUTUAL ACCOUNTABILITY

The GPE country-level evaluations examine progress toward mutual accountability with respect to sector monitoring and sector dialogue. Key takeaways in both areas are captured here.

› 1. Findings on progress toward mutual accountability through sector dialogue

- › **Unbalanced dialogue along the policy cycle:** While arrangements for education sector dialogue may already be deeply embedded in countries' education architecture, education plan development and appraisal nonetheless create incentives for more frequent and participatory sector dialogue. But sustaining that dialogue beyond the planning phase remains an area for improvement.
- › **Improved yet still uneven inclusion:** Sector dialogue mechanisms are improving in terms of better representation of government actors, civil society organizations and nongovernment stakeholders. Inclusiveness allows to clarify varied perspectives, harmonize inputs around national priorities and bridge across subsectors and national/subnational levels. This being said, the degree of inclusion is strongly dependent on the willingness of the governments and ministries of education to engage, and the extent to which constituency groups are organized within themselves.
- › **Improved country leadership despite capacity gaps:** Countries' leadership in sector dialogue is improving in terms of the chairing of core dialogue bodies, better attendance in local education group (LEG) meetings, transparency on information sharing and facilitation between different constituencies. However, country leadership and capacities for coordinating remain uneven. There is also sometimes confusion on who takes the lead in dialogue.
- › **Poor linkages between national/subnational entities:** Dialogue can be overly centralized with poor linkages between national and subnational levels, and between subnational levels. Bottom-up feedback loops are not systematically in place.
- › **Increased relevance and influence of LEGs, with room for operational improvements:** The quality of policy dialogue is improving over time as it becomes more evidence driven and through efforts to generate deep dives into specific thematic issues. As a result,

LEGs see increasing relevance and influence as a consultative body for decision making. At the same time, the sector dialogue is often challenged due to relative staff stability in ministries and partner organizations; existence of multiple dialogue forums with overlapping membership and mandates; lack of time dedicated to troubleshooting implementation issues; and inconsistency in reviewing advancements around partners' agreed roles because of subpar alignment and harmonization of partner initiatives around sector priorities.

- › **Pivotal role of coordinating agencies:** The role of the coordinating agency is appreciated in countries experiencing capacity constraints; however, there may be agencies that are interested but lack full capacities to take on this role.

› 2. Findings on progress toward mutual accountability through sector monitoring

- › **Mixed levels of sector monitoring and use of results frameworks:** Many countries have established or revamped their arrangements for monitoring education sector results, based on the creation of results frameworks and periodic data gathering that draws evidence from education management information systems (EMIS) and direct dialogue with stakeholders to track the achievement of key indicators. However, countries often still lack a coherent, joined-up monitoring system and struggle to generate quality monitoring data. Moreover, results frameworks and indicators are sometimes viewed as too complex, too high level or lacking in specificity to track progress effectively.
- › **Gaps in country leadership and operational capacity:** Ministries of education often identify a lead institution and expertise for sector monitoring duties. However, lack of clarity on concrete roles and responsibilities for data collection and reporting may generate a leadership and operationalization gap in practice. The lead organization may also lack the capacities for data gathering, analysis and management, or the authority and resources, to carry out data collection at central and decentralized levels. The implications are low data quality in terms of completeness, validity and consistency and dependence on external support for sector monitoring.

- › **Complexities of integrated, decentralized monitoring systems:** Decentralized monitoring systems are emerging with mechanisms for gathering information from the classroom level up and greater efforts to seek qualitative information for monitoring. However, monitoring within decentralized education management (or federal) systems still presents a particular set of complexities. In particular, there can be a lack of feedback loops to integrate data use from decentralized areas into policymaking, as well as information sharing on best monitoring practices. This is combined with inconsistent capacities at the subnational level to sustain data collection throughout the year.
- › **Uneven progress for sector monitoring through joint sector reviews:** JSRs are a central feature of sector monitoring in a range of countries, creating a regular space to review progress and gather stakeholder perspectives while generating agreement on strategies for course correction. Their value increases when the JSR is closely pegged to planning, budgeting and reporting processes. However, there is no clear pattern for education monitoring through JSRs. This is due in part to the lack of government commitment to regular reviews and concerns from stakeholders about conducting resource-intensive JSRs that, in the absence of quality data, may not support strategic dialogue and decision making.
- › **Joint sector reviews not necessarily joint:** Monitoring through JSRs is undoubtedly expanding opportunities for a broad range of stakeholders to have their voices and perspectives heard. However, JSRs can experience low representation from certain stakeholder groups and do not systematically address the extent to which development partners contribute to progress toward education goals and improve (or undermine) national monitoring efforts as a result of maintaining their own project-focused implementation and monitoring modalities.
- › **Improving joint sector reviews:** Countries have undertaken reflection on how to improve the focus, format and organizational efficiency of their JSRs, starting with more rigorous integration of reporting on data from subnational levels, the generation of thematic “deep dives” and arrangements for more inclusive and effective stakeholder reporting. However, there is inconsistency in many countries’ JSRs from year to year and progress is uneven. JSRs are weakened when they don’t generate actionable recommendations or when there is little effort to prioritize and quickly take up the recommendations within plan implementation or budgeting cycles.

Appendix E

GPE GRANTS BY TYPE AND AMOUNT

Table E.1. Cumulative allocation and disbursement by grant per fiscal year, inception to June 2019

Fiscal Year	Cumulative			
Type	Number	Amount (US\$, millions)	Amount share (%)	Disbursed (US\$, millions)
ESP planning and implementation support				
Education sector plan development grant (ESPDG)	102	30.9	0.6%	27.4
Program development grant (PDG)	76	15.1	0.3%	14.5
Education sector program implementation grant (ESPIG)	163	5,372.3	96.5%	4,396.1
Thematic support				
Civil Society Education Fund III	1	33.3	0.6%	28.8
Knowledge and Innovation Exchange	-	60.0	1.1%	0.0
Education Out Loud	-	55.5	1.0%	2.2
Total	342	5,567.1	100%	4,469.0

Table E.2. Cumulative allocation and disbursement by grant per calendar year, inception to December 2019

Calendar Year	Cumulative			
Type	Number	Amount (US\$, millions)	Amount share (%)	Disbursed (US\$, millions)
ESP planning and implementation support				
Education sector plan development grant (ESPDG)	105	32.3	0.6%	29.3
Program development grant (PDG)	90	18.1	0.3%	15.5
Education sector program implementation grant (ESPIG)	175	5,471.5	96.3%	4,486.0
Thematic support				
Civil Society Education Fund III	1	33.3	0.6%	32.6
Knowledge and Innovation Exchange	-	72.0	1.3%	6.0
Education Out Loud	-	55.5	1.0%	9.9
Total	371	5,682.7	100%	4,579.3

Appendix F

ESPIG CUMULATIVE DISBURSEMENTS TO PCFCs AND NON-PCFCs

Table F.1. Cumulative disbursements by PCFC status since inception as of June 30, 2019

	Cumulative disbursement (US\$)	Cumulative disbursement (%)
Non-PCFC	2,234,570,044	50.8%
PCFC	2,161,519,310	49.2%
Total	4,396,089,355	100.0%

Table F.2. Cumulative disbursements by PCFC status since inception as of December 31, 2019

	Cumulative disbursement (US\$)	Cumulative disbursement (%)
Non-PCFC	2,251,735,341	50.2%
PCFC	2,234,273,530	49.8%
Total	4,486,008,870	100%

Appendix G

ESPIG CUMULATIVE DISBURSEMENTS BY REGION

Table G.1. Cumulative disbursement by region as of June 30, 2019

Region	Cumulative disbursement (US\$)	Cumulative disbursement (%)
East Asia and Pacific	295,262,382	6.7%
Europe and Central Asia	134,111,083	3.1%
Latin America and the Caribbean	123,081,505	2.8%
Middle East and North Africa	104,810,878	2.4%
South Asia	406,034,144	9.2%
Sub-Saharan Africa	3,332,789,363	75.8%
Total	4,396,089,355	100.0%

Table G.2. Cumulative disbursements by region as of December 31, 2019

Region	Cumulative disbursement (US\$)	Cumulative disbursement (%)
East Asia and Pacific	295,262,382	6.6%
Europe and Central Asia	137,190,927	3.1%
Latin America and the Caribbean	123,380,659	2.8%
Middle East and North Africa	106,654,461	2.4%
South Asia	420,341,682	9.4%
Sub-Saharan Africa	3,403,178,760	75.9%
Total	4,486,008,870	100.0%

Appendix H

ESPIG DISBURSEMENTS BY COUNTRY, FY2019

FIGURE H.1.

CUMULATIVE DISBURSEMENTS AS OF JUNE 2019 (US\$, MILLIONS)

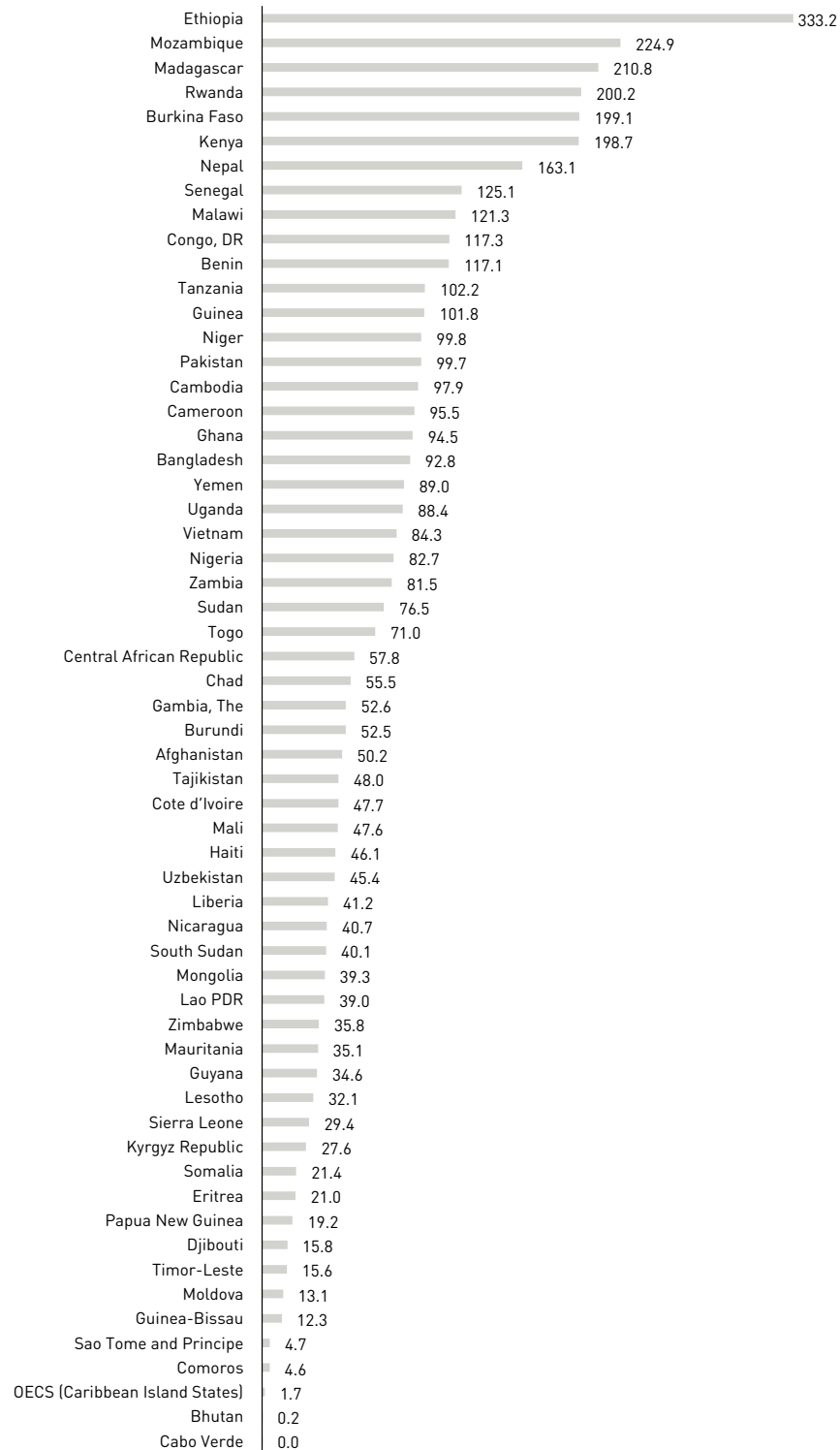
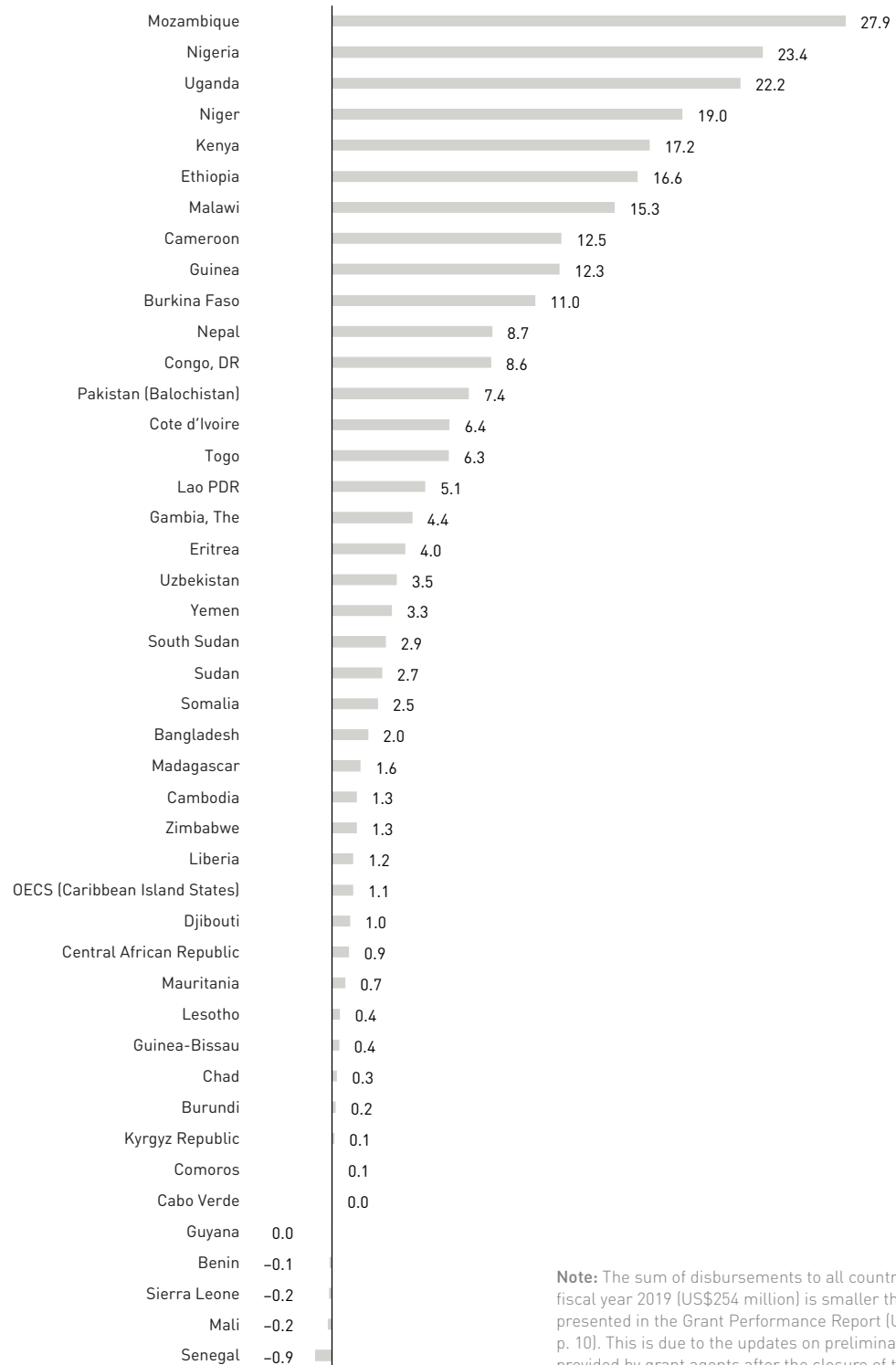


FIGURE H.2.

DISBURSEMENTS, FY2019 (US\$, MILLIONS)



Note: The sum of disbursements to all countries during fiscal year 2019 (US\$254 million) is smaller than the figure presented in the Grant Performance Report (US\$262 million, p. 10). This is due to the updates on preliminary figures provided by grant agents after the closure of the fiscal year.

Appendix I

ESPIG DISBURSEMENTS BY COUNTRY, CALENDAR YEAR 2019

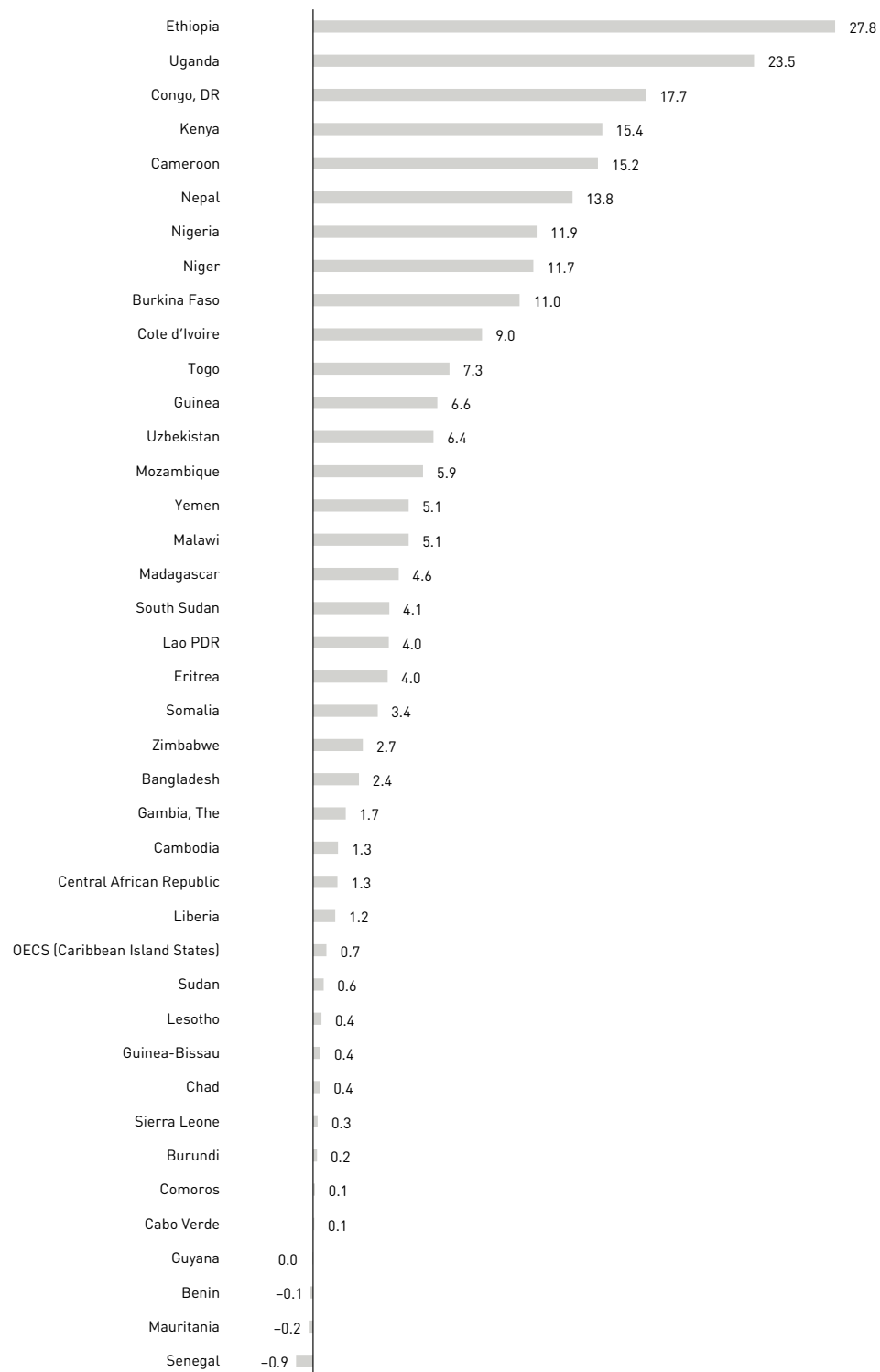
FIGURE I.1.

CUMULATIVE DISBURSEMENTS AS OF DECEMBER 2019 (US\$, MILLIONS)



FIGURE I.2.

DISBURSEMENTS IN CALENDAR YEAR 2019 (US\$, MILLIONS)



Appendix J

THEMATIC ACTIVITIES SUPPORTED, BY STRATEGIC GOAL, BY COUNTRY/FEDERAL STATE^{1,2}

Table J.1. Thematic areas coded in portfolio of active ESPIGs, FY2019: Equity

Country/federal state	Note	PCFC	Education facilities and infrastructure	Cash transfers and other targeted incentives for children and families	Gender equality	Access to education for out-of-school children	Adult learning	Well-being programs	Children with disabilities and special needs
Bangladesh	Accelerated funding		Yes	No	Yes	Yes	No	Yes	Yes
Bhutan			Yes	No	Yes	No	No	No	Yes
Cabo Verde			No	No	Yes	No	No	No	No
Cambodia			Yes	Yes	Yes	No	No	No	No
Cameroon	Accelerated funding	PCFC	Yes	No	Yes	Yes	No	Yes	No
Central African Republic	Accelerated funding	PCFC	Yes	Yes	Yes	Yes	No	Yes	No
Chad		PCFC	Yes	No	Yes	Yes	Yes	No	No
Comoros		PCFC	No	No	Yes	No	No	No	Yes
Congo, DR		PCFC	No	No	Yes	No	No	No	No
Cote d'Ivoire		PCFC	Yes	No	Yes	No	No	Yes	No
Eritrea		PCFC	Yes	No	Yes	Yes	Yes	Yes	Yes
Gambia, The		PCFC	Yes	No	Yes	Yes	No	No	Yes
Guinea			Yes	No	Yes	Yes	Yes	Yes	No
Guinea-Bissau		PCFC	No	No	Yes	No	No	No	No
Kenya			No	No	Yes	No	No	No	No
Lao PDR			No	No	Yes	No	No	No	Yes
Lesotho			No	No	No	No	No	No	No
Liberia		PCFC	No	No	No	No	No	No	No
Madagascar			No	No	No	No	No	No	No
Malawi			Yes	No	Yes	No	No	No	No
Nigeria		PCFC	No	No	Yes	Yes	No	No	No
OECS			No	No	Yes	No	No	No	No
Pakistan	Balochistan	PCFC	Yes	No	Yes	Yes	No	No	No
Sierra Leone			Yes	No	Yes	Yes	No	No	No
Somalia	Federal government	PCFC	Yes	No	Yes	Yes	No	No	Yes
Somalia	Puntland	PCFC	No	Yes	Yes	No	No	No	Yes
Somalia	Somaliland	PCFC	Yes	Yes	Yes	Yes	No	Yes	Yes
South Sudan		PCFC	Yes	No	Yes	Yes	No	No	No
Tanzania	Zanzibar		Yes	No	Yes	No	No	Yes	Yes
Togo		PCFC	Yes	No	Yes	No	Yes	No	No
Uganda		PCFC	Yes	No	Yes	Yes	No	No	Yes
Uzbekistan			Yes	No	No	No	No	No	No
Yemen		PCFC	Yes	No	Yes	Yes	Yes	No	No
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	No	No	Yes	No	Yes	Yes

1. Note: Four pooled fund grants (Afghanistan, Burkina Faso, Ethiopia and Nepal) are not included in this table.

2. See Annex 7-B of 2018 Portfolio Review for definition of each thematic activity. GPE, *Portfolio Review 2018* (Washington, DC: Global Partnership for Education, 2018), <https://www.globalpartnership.org/content/gpe-annual-portfolio-review-2018-key-observations-december-2018>.

Table J.2. Thematic areas coded in portfolio of active ESPIGs, FY2019: Learning

Country/federal state	Note	PCFC	Teacher development	Standards, curriculum and learning materials	Learning assessment systems	Teacher management	Use of ICT
Bangladesh	Accelerated funding		Yes	Yes	No	Yes	Yes
Bhutan			Yes	Yes	Yes	No	No
Cabo Verde			Yes	Yes	Yes	No	No
Cambodia			Yes	No	Yes	Yes	No
Cameroon	Accelerated funding	PCFC	Yes	Yes	No	No	No
Central African Republic	Accelerated funding	PCFC	Yes	Yes	Yes	Yes	No
Chad		PCFC	Yes	Yes	Yes	Yes	No
Comoros		PCFC	Yes	Yes	Yes	No	No
Congo, DR		PCFC	Yes	Yes	Yes	Yes	No
Cote d'Ivoire		PCFC	Yes	Yes	Yes	No	No
Eritrea		PCFC	Yes	Yes	Yes	Yes	No
Gambia, The		PCFC	Yes	Yes	Yes	Yes	No
Guinea			Yes	Yes	Yes	Yes	No
Guinea-Bissau		PCFC	Yes	Yes	Yes	No	Yes
Kenya			Yes	Yes	Yes	Yes	No
Lao PDR			Yes	Yes	Yes	Yes	No
Lesotho			Yes	Yes	No	No	No
Liberia		PCFC	No	No	Yes	No	No
Madagascar			No	No	Yes	No	No
Malawi			Yes	No	No	No	No
Nigeria		PCFC	Yes	Yes	Yes	No	No
OECS			Yes	Yes	Yes	No	No
Pakistan	Balochistan	PCFC	Yes	Yes	Yes	Yes	No
Sierra Leone			Yes	Yes	Yes	Yes	No
Somalia	Federal government	PCFC	Yes	Yes	Yes	Yes	No
Somalia	Puntland	PCFC	Yes	Yes	Yes	No	No
Somalia	Somaliland	PCFC	Yes	Yes	Yes	Yes	No
South Sudan		PCFC	Yes	Yes	Yes	Yes	No
Tanzania	Zanzibar		Yes	Yes	Yes	No	No
Togo		PCFC	Yes	Yes	Yes	Yes	No
Uganda		PCFC	Yes	Yes	Yes	Yes	No
Uzbekistan			Yes	Yes	Yes	No	Yes
Yemen		PCFC	Yes	Yes	Yes	Yes	No
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	Yes	Yes	Yes	No

Table J.3. Thematic areas coded in portfolio of active ESPIGs, FY2019: System strengthening

Country/federal state	Note	PCFC	Management capacity building (planning, M&E)	Management capacity building decentralized level	Management capacity building, EMIS	Management capacity building, school level
Bangladesh	Accelerated funding		Yes	Yes	Yes	Yes
Bhutan			Yes	Yes	No	Yes
Cabo Verde			No	No	Yes	No
Cambodia			Yes	Yes	Yes	Yes
Cameroon	Accelerated funding	PCFC	Yes	Yes	No	Yes
Central African Republic	Accelerated funding	PCFC	Yes	Yes	Yes	Yes
Chad		PCFC	Yes	Yes	Yes	No
Comoros		PCFC	Yes	Yes	Yes	Yes
Congo, DR		PCFC	Yes	No	No	No
Cote d'Ivoire		PCFC	Yes	Yes	No	Yes
Eritrea		PCFC	Yes	No	Yes	Yes
Gambia, The		PCFC	Yes	No	Yes	No
Guinea			Yes	Yes	Yes	Yes
Guinea-Bissau		PCFC	Yes	Yes	Yes	Yes
Kenya			Yes	Yes	Yes	Yes
Lao PDR			Yes	Yes	Yes	Yes
Lesotho			Yes	Yes	No	Yes
Liberia		PCFC	No	No	Yes	No
Madagascar			No	No	No	No
Malawi			Yes	Yes	Yes	Yes
Nigeria		PCFC	Yes	Yes	Yes	Yes
OECS			Yes	No	No	Yes
Pakistan	Balochistan	PCFC	Yes	No	Yes	Yes
Sierra Leone			Yes	No	Yes	Yes
Somalia	Federal government	PCFC	Yes	Yes	No	Yes
Somalia	Puntland	PCFC	Yes	Yes	Yes	Yes
Somalia	Somaliland	PCFC	Yes	Yes	Yes	Yes
South Sudan		PCFC	Yes	No	Yes	Yes
Tanzania	Zanzibar		Yes	No	No	Yes
Togo		PCFC	Yes	Yes	Yes	Yes
Uganda		PCFC	Yes	Yes	Yes	Yes
Uzbekistan			Yes	No	Yes	No
Yemen		PCFC	Yes	Yes	Yes	Yes
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	Yes	Yes	Yes

Appendix K

EDUCATION SUBSECTORS SUPPORTED, BY COUNTRY/FEDERAL STATE¹

Table K.1. Education subsectors coded in portfolio of active ESPIGs, FY2019

Country/federal state	Note	PCFC	Early childhood care and education	Primary	Secondary	Adult education
Bangladesh	Accelerated funding		Yes	Yes	Yes	No
Bhutan			Yes	Yes	No	No
Cabo Verde			Yes	Yes	Yes	No
Cambodia			No	Yes	No	No
Cameroon	Accelerated funding	PCFC	No	Yes	No	No
Central African Republic	Accelerated funding	PCFC	Yes	Yes	No	No
Chad		PCFC	No	Yes	No	Yes
Comoros		PCFC	No	Yes	No	No
Congo, DR		PCFC	Yes	Yes	No	No
Cote d'Ivoire		PCFC	Yes	Yes	No	No
Eritrea		PCFC	Yes	Yes	Yes	Yes
Gambia, The		PCFC	Yes	Yes	Yes	No
Guinea			Yes	Yes	Yes	Yes
Guinea-Bissau		PCFC	No	Yes	No	No
Kenya			No	Yes	No	No
Lao PDR			Yes	Yes	No	No
Lesotho			Yes	Yes	Yes	No
Liberia		PCFC	Yes	Yes	No	No
Madagascar			Yes	Yes	No	No
Malawi			No	Yes	No	No
Nigeria		PCFC	Yes	Yes	No	No
OECS			No	Yes	No	No
Pakistan	Balochistan	PCFC	Yes	Yes	Yes	No
Sierra Leone			Yes	Yes	No	No
Somalia	Federal government	PCFC	No	Yes	No	No
Somalia	Puntland	PCFC	No	Yes	No	No
Somalia	Somaliland	PCFC	Yes	Yes	No	No
South Sudan		PCFC	Yes	Yes	No	No
Tanzania	Zanzibar		Yes	Yes	No	No
Togo		PCFC	Yes	Yes	No	Yes
Uganda		PCFC	Yes	Yes	Yes	No
Uzbekistan			Yes	Yes	Yes	No
Yemen		PCFC	Yes	Yes	Yes	Yes
Zimbabwe	ESPIG + Multiplier	PCFC	Yes	Yes	Yes	No

1. Four pooled fund grants (Afghanistan, Burkina Faso, Ethiopia and Nepal) are not included in this table. Education subsector codes are consistent with the International Standard Classification of Education, the World Bank sector taxonomy and definitions, and the OECD/DAC codes.

Appendix L

MULTIPLIER GRANTS, AS OF DECEMBER 2019

Country/federal states	EOI submission date (month-year)	Approved maximum country allocation for Multiplier (US\$, millions)	Estimated cofinancing (US\$, millions)	Grant approval date (month-year)
Kyrgyz Republic	Sep-17	5	30	
Nepal	Sep-17	15	68	Mar-19
Senegal	Sep-17	10	35.9	Apr-19
Uzbekistan	Sep-17	10	59.85	Jan-19
Tanzania (Zanzibar)	Sep-17	2.5	16.69	
Ghana	Oct-17	15	50	
Zimbabwe	Oct-17	10	50	Aug-18
Djibouti	May-18	5	15	Jul-19
Mauritania	May-18	5	25	
Zambia	May-18	10	30	
Tajikistan	Jun-18	10	58	
Papua New Guinea	Jul-18	3.52	10.56	Mar-19
Honduras	Mar-19	10	30	
Maldives	May-19	1	10	
Ethiopia	May-19	20	60	
Timor-Leste	Jun-19	5	15	
Sudan	Oct-19	3.62	10.98	
Total		140.64	574.98	

Appendix M

LIST OF GRANTS APPROVED UNDER THE CURRENT FUNDING MODEL¹

Country/ federal states	PCFC	Grant agent	Grant approval date	Grant amount ^a	Variable tranche amount	% of variable tranche	Variable part disbursement modality ^b	Comments
FY2015/16								
Mozambique		World Bank	23-May-15	57,900,000	17,370,000	30%	Ex post	
Nepal	PCFC	World Bank	23-May-15	59,300,000	17,800,000	30%	Ex post	
Rwanda	PCFC	DFID	23-May-15	25,200,000	7,560,000	30%	Ex post	
Congo, DR	PCFC	World Bank	15-Jun-16	100,000,000	30,000,000	30%	Ex post	
Malawi		World Bank	15-Jun-16	44,900,000	13,470,000	30%	Ex post	
OECS		World Bank	15-Jun-16	2,000,000	n/a	n/a	n/a	Fixed part only; small island exemption ^c
Total				289,300,000	86,200,000			
FY2017								
Zimbabwe	PCFC	UNICEF	2-Dec-16	20,580,000	n/a	n/a	Ex post	Two applications for fixed and variable
Ethiopia	PCFC	World Bank	2-Dec-16 15-Feb-17	100,000,000	30,000,000	30%	Ex post	Fixed part approval 02-Feb-17, variable part approval 15-Feb-17
Lesotho		World Bank	7-Jun-17	2,300,000	n/a	n/a	Ex ante	Ex ante approach for small grants
Total				122,880,000	30,000,000			
FY2018								
Somalia-Puntland	PCFC	UNICEF	21-Aug-17	5,600,000	n/a	n/a	Ex ante	Preapproval for ex ante approach
Liberia	PCFC	World Bank	29-Sep-17	11,900,000	3,570,000	30%	Ex post	
Burkina Faso		AFD	6-Dec-17	33,800,000	10,140,000	30%	Ex post	
Tanzania-Zanzibar		SIDA	6-Dec-17	5,761,000	n/a	n/a	Ex post	Separate applications for fixed and variable
Cambodia		UNICEF and UNESCO	22-Feb-18 22-May-18	20,600,000	6,200,000	30%	Ex post	Fixed part approval 22-Feb-18, variable part approval 22-May-18
Cote d'Ivoire	PCFC	World Bank	22-Feb-18	52,100,000	15,630,000	30%	Ex post	Additional MCA of US\$28 million, consisting of US\$19.6 million fixed part and US\$8.4 million variable part approved May 2019
Gambia, The	PCFC	World Bank	22-Feb-18	5,300,000	n/a	n/a	Ex ante	Preapproval for ex ante approach
Guinea-Bissau	PCFC	World Bank	22-Feb-18	4,700,000	n/a	n/a	Ex ante	Ex ante approach for small grants
Madagascar		World Bank	22-Feb-18	46,800,000	14,100,000	30%	Ex post	
Cabo Verde		UNICEF	22-May-18	1,400,000	n/a	n/a	n/a	Fixed part only; small island exemption
Chad	PCFC	UNICEF and UNESCO	22-May-18	27,844,830	8,354,000	30%	Ex post	
Comoros	PCFC	UNICEF	22-May-18	2,300,000	n/a	n/a	Ex ante	Ex ante approach for small grants
Somalia-Somaliland	PCFC	Save the Children	22-May-18	7,680,000	n/a	n/a	Ex ante	Preapproval for ex ante approach
Bhutan		Save the Children	28-Jun-18	1,800,000	n/a	n/a	Ex ante	Ex ante approach for small grants
Total				227,585,830	57,994,000			

1. Accelerated funding grants are not included in the list.

Country/ federal states	PCFC	Grant agent	Grant approval date	Grant amount ^a	Variable tranche amount	% of variable tranche	Variable part disbursement modality ^b	Comments
FY19								
Sierra Leone		UNICEF	3-Aug-18	17,200,000	5,200,000	30%	Ex post	
Somalia-Federal	PCFC	CARE	3-Aug-18	17,900,000	n/a	n/a	Ex ante	Ex ante approach for fragile context
Zimbabwe	PCFC	UNICEF	3-Aug-18	39,400,000	11,820,000	30%	Ex post	US\$18.82 million (variable part + Multiplier) was approved for this round. US\$39.4 million is the total by adding fixed part (US\$20.58 million) approved in FY17. They have been merged as one grant now.
Afghanistan	PCFC	World Bank	19-Nov-18	100,000,000	30,000,000	30%	Ex post	
Myanmar	PCFC	World Bank	19-Nov-18	73,700,000	24,000,000	33%	Ex post	
South Sudan	PCFC	UNICEF	19-Nov-18	35,700,000	n/a	n/a	Ex ante	Ex ante approach for fragile context
Uzbekistan		WB	31-Jan-19	10,000,000	3,000,000	30%	Ex post	
Benin		World Bank	21-Mar-19	19,400,000	5,820,000	30%	Ex post	
Burundi	PCFC	AFD	21-Mar-19	25,600,000	7,680,000	30%	Ex post	
Nepal		World Bank	21-Mar-19	24,200,000	9,758,000	40%	Ex post	
Papua New Guinea	PCFC	Save the Children	21-Mar-19	7,399,000	n/a	n/a	n/a	Fixed part application approved in FY19. Variable part application to be resubmitted.
Tanzania-Mainland		SIDA	21-Mar-19	90,000,000	28,000,000	31%	Ex post	
Senegal		AFD	25-Apr-19	42,600,000	15,803,226	37%	Ex post	Grant amounts converted from euros to U.S. dollars. Grant approved in euros for 37,200,000 euros.
Total				503,099,000	141,081,226			

a. The grant amount for the grants awarded in FY17 and FY18 includes the supervision allocation.

b. Ex ante approach means the variable allocation is not linked to actual attainment of results. This approach is accepted only in exceptional cases: fragile context, low capacity and unavailability of funding and critical short-term educational needs.

c. Small island countries are also exempted from results-based funding, due to small maximum country allocation, as per Board decision in June 2018.

Appendix N

FUNDING MODALITIES AND GRANT ABSORPTION PERFORMANCE ANALYSIS

› 1. Background and Objectives

The *Portfolio Review 2018* (p. 28) showed that the average annual absorption of aligned grants was 35 percent higher than nonaligned grants, controlling for any differences in the sizes of the grants. The objectives of this analysis are twofold: First, it aims to verify higher absorption performance for aligned grants in FY2016, 2017 and 2019; and second, it aims to compare absorption performance by different modality.

› 2. Methodology¹

As shown in Table N.1, average annual absorption is higher for aligned grants than nonaligned grants for all years. But the average size of aligned grants happened to be larger than nonaligned grants for all years.

	Alignment status	Number of grants	Average annual absorption per grant (US\$)	Average grant amount per grant (US\$)
FY2016	Aligned	18	17,776,780	61,077,778
	Nonaligned	41	7,124,938	32,080,301
FY2017	Aligned	16	13,904,577	64,206,250
	Nonaligned	41	6,177,223	31,415,736
FY2018	Aligned	20	16,880,936	58,380,050
	Nonaligned	36	6,811,578	31,831,186
FY2019	Aligned	16	10,419,701	45,244,438
	Nonaligned	29	5,635,919	34,393,270

Note: Average annual absorption is the total average annual disbursement divided by the number of grants. This table considers active and closed grants at the end of each fiscal year.

To control for the difference in the grant size, the following formula is used:

Difference (%) between Annual Absorptions of Group A and Group B²

$$\frac{\text{Average annual absorption amount of group A} \times \text{Average grant amount of group B}}{\text{Average annual absorption amount of group B} \times \text{Average grant amount of group A}} - 1$$

Similar comparisons can be made between funding modality subgroups, that is, sector-pooled, cofinanced and stand-alone. As shown in Figure N.1, sector-pooled is the most aligned modality for all years. Therefore, absorption performance of most aligned modality, sector-pooled grants, and nonaligned grants of other modalities is compared. As shown in Table N.2, on average sector-pooled grants absorb more than nonaligned grants. But the average size of sector-pooled grants happened to be larger than nonaligned grants of other modalities. The aforementioned formula is used to control for the difference in the grant size.

1. This is the same methodology used for the 2018 Portfolio Review.

2. Calculation aims to take into consideration differences in sizes of grants:

$$\left(\frac{\text{Average annual absorption amount of group A}}{\text{Average grant amount of group A}} - \frac{\text{Average annual absorption amount of group B}}{\text{Average grant amount of group B}} \right) \div \frac{\text{Average annual absorption amount of group B}}{\text{Average grant amount of group B}}$$

FIGURE N.1.

PROPORTION OF ALIGNED AND NONALIGNED GRANTS, BY MODALITY, FY2016-2019

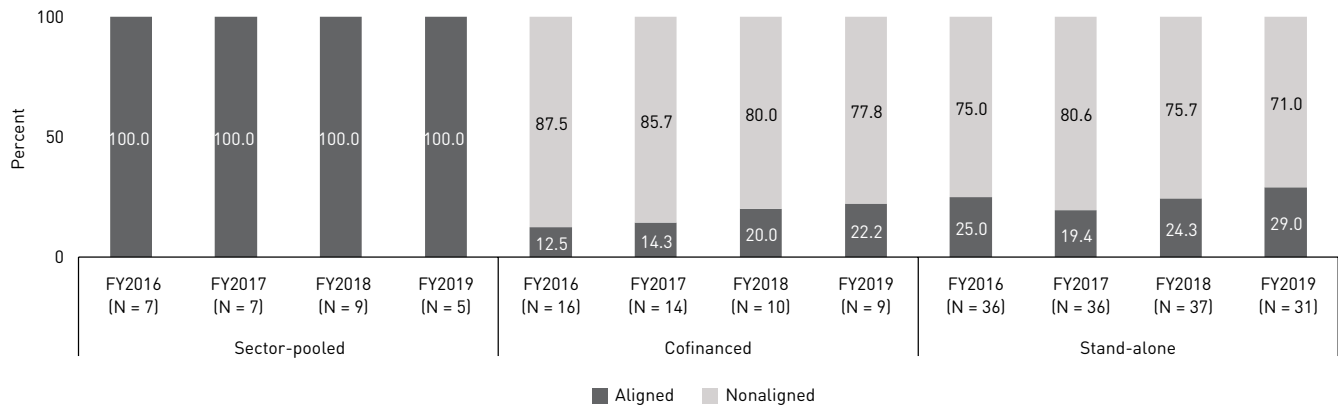


Table N.2. Average annual absorption and average grant amount by alignment status and funding modality, FY2019

Alignment status	Funding modality	Number of grants	Average annual absorption per grant (US\$)	Average ESPIG amount per grant (US\$)
Aligned	Stand-alone	9	7,797,985	37,245,667
	Cofinanced	2	2,973,354	51,500,000
	Sector-pooled	5	18,117,328	57,140,000
	All modalities total	16	10,419,701	45,244,438
Nonaligned	Stand-alone	22	5,390,558	32,963,856
	Cofinanced	7	6,407,055	38,885,714
	Sector-pooled	0	n/a	n/a
	All modalities total	29	5,635,919	34,393,270

Note: n/a = not applicable.

› **3. Results**

(1) Absorption performance for FY2016-2019

As shown in Table N.3, the absorption performance of aligned grants was higher than nonaligned grants.

Table N.3. Difference between annual absorption of aligned and nonaligned grants

	FY2016	FY2017	FY2018	FY2019
Difference (%) between annual absorption of aligned and nonaligned grants	31%	10%	35%	41%

(2) Absorption performance of different grant modalities

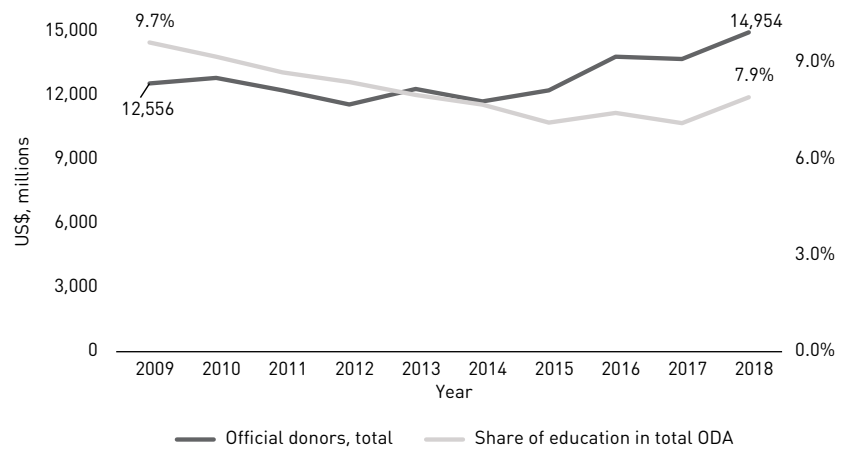
As shown in Table N.4, the absorption performance of aligned sector-pooled grants was higher than nonaligned grants, either stand-alone or cofinanced.

Table N.4. Difference between annual absorption of aligned sector-pooled grants and nonaligned modalities

	Nonaligned stand-alone grants	Nonaligned cofinanced grants	All nonaligned grants
Difference (%) between annual absorption of aligned sector-pooled grants and different types of nonaligned grants	94%	92%	93%

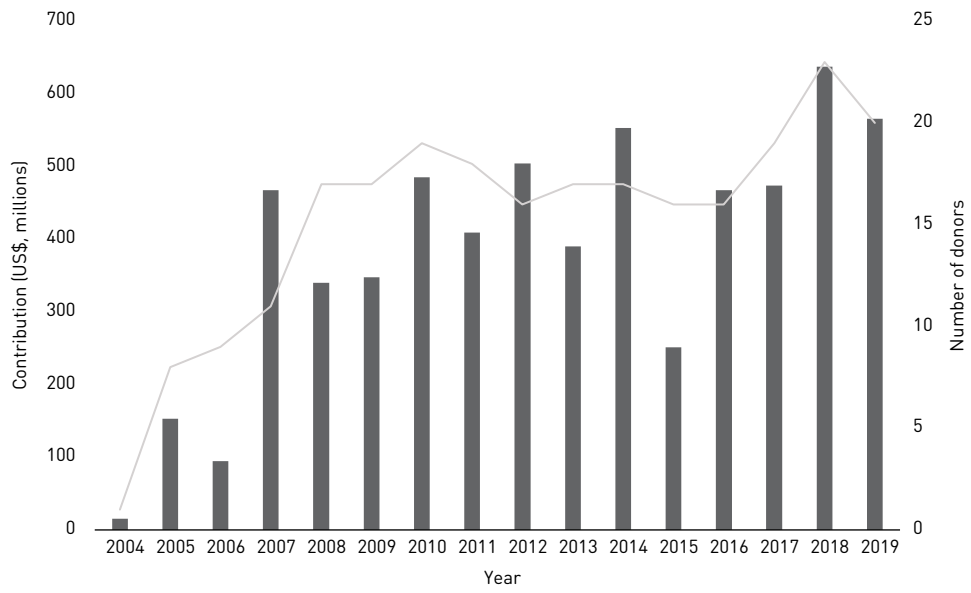
Appendix O

AMOUNT OF OFFICIAL DEVELOPMENT ASSISTANCE (ODA) TO EDUCATION AND ITS SHARE IN TOTAL ODA, 2009-2018 (US\$, MILLIONS)



Appendix P

DONORS' CONTRIBUTION TO GPE, 2004-2019



Appendix Q

FINANCIAL CONTRIBUTION TO GPE (FISCAL YEAR)

FIGURE Q.1.

DONORS' CUMULATIVE CONTRIBUTION, AS OF JUNE 2019 (US\$, MILLIONS)

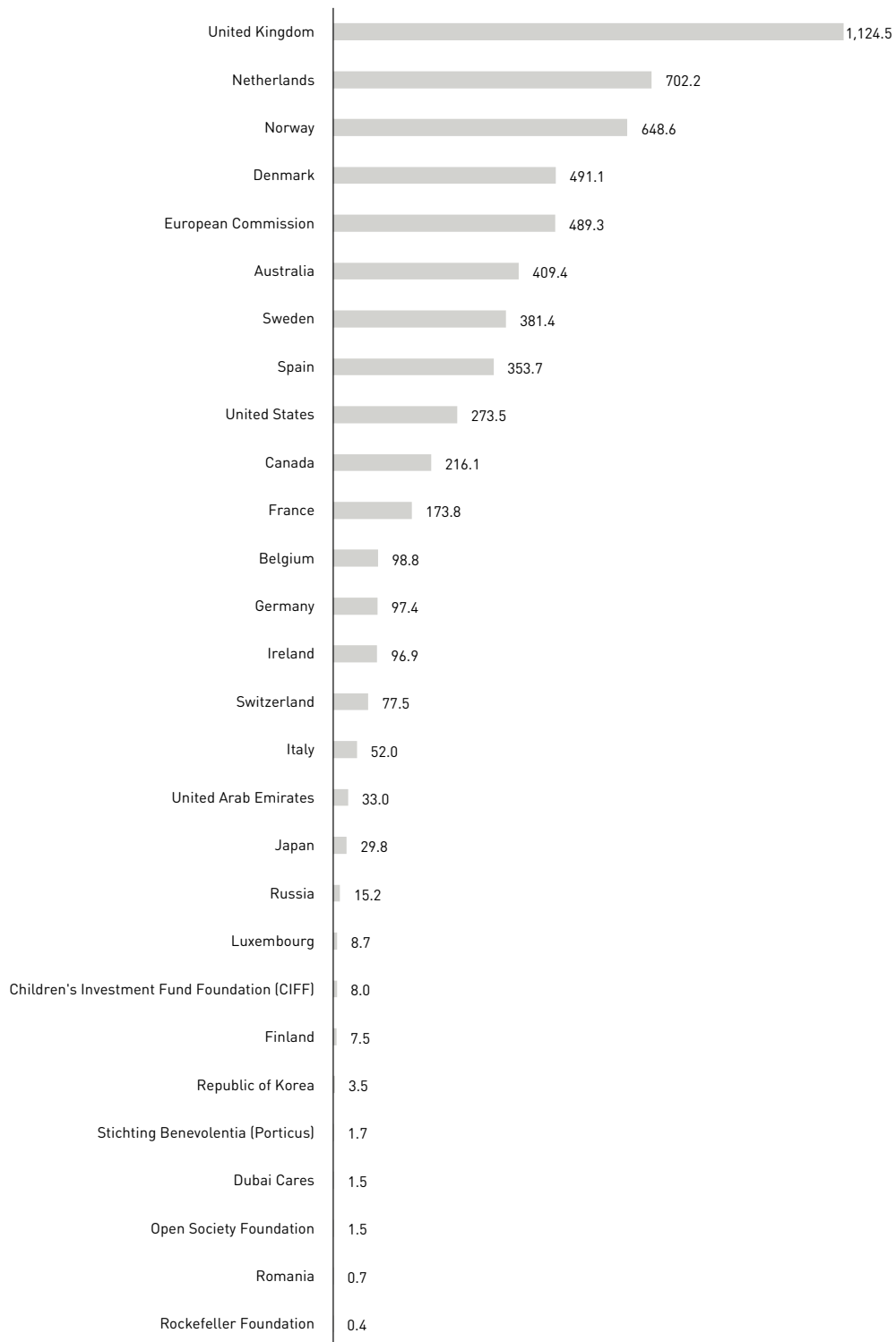
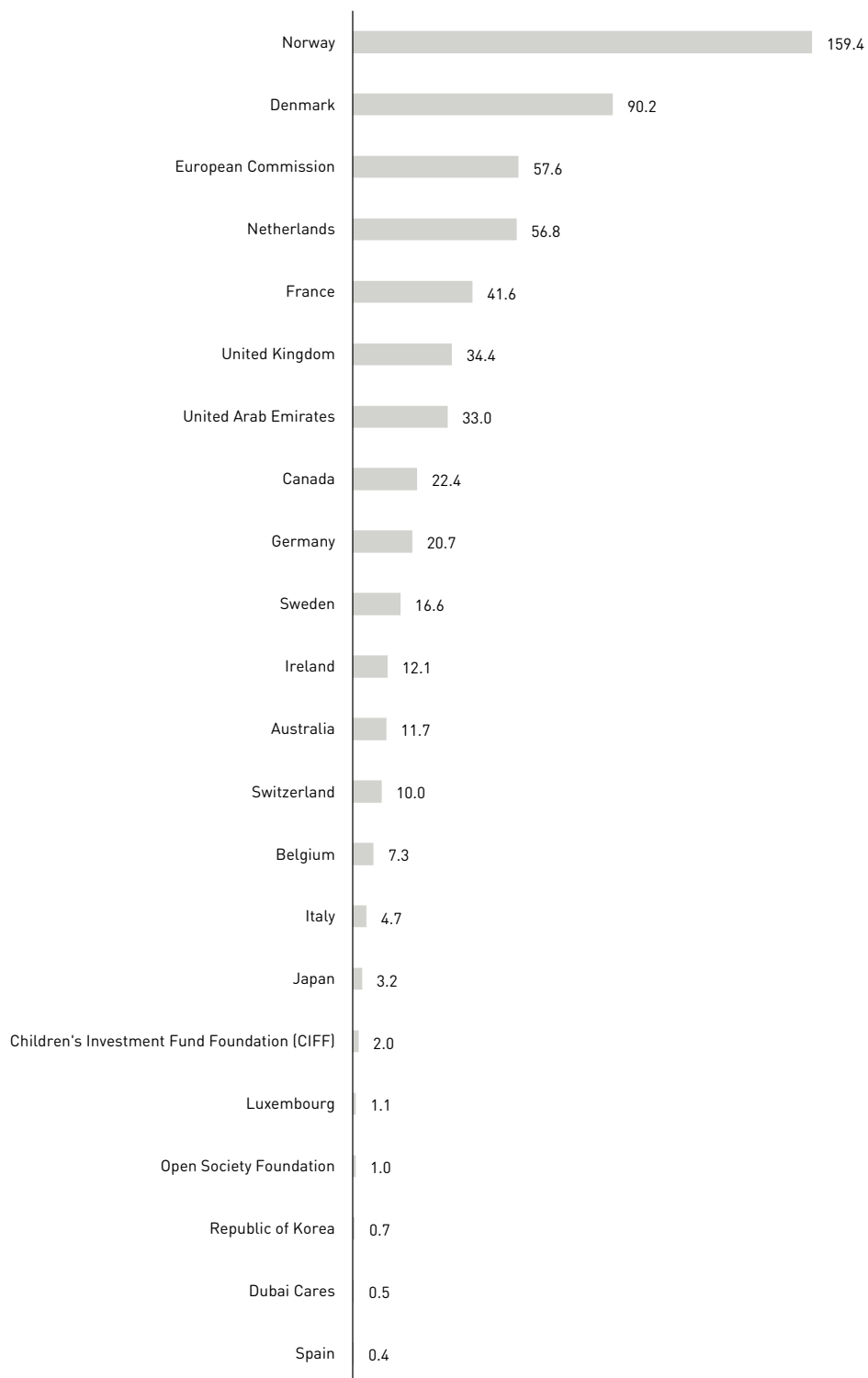


FIGURE Q.2.

DONORS' CONTRIBUTION, FY2019 (US\$, MILLIONS)



Appendix R

FINANCIAL CONTRIBUTION TO GPE (CALENDAR YEAR)

FIGURE R.1.

DONORS' CUMULATIVE CONTRIBUTION, AS OF DECEMBER 2019 (US\$, MILLIONS)

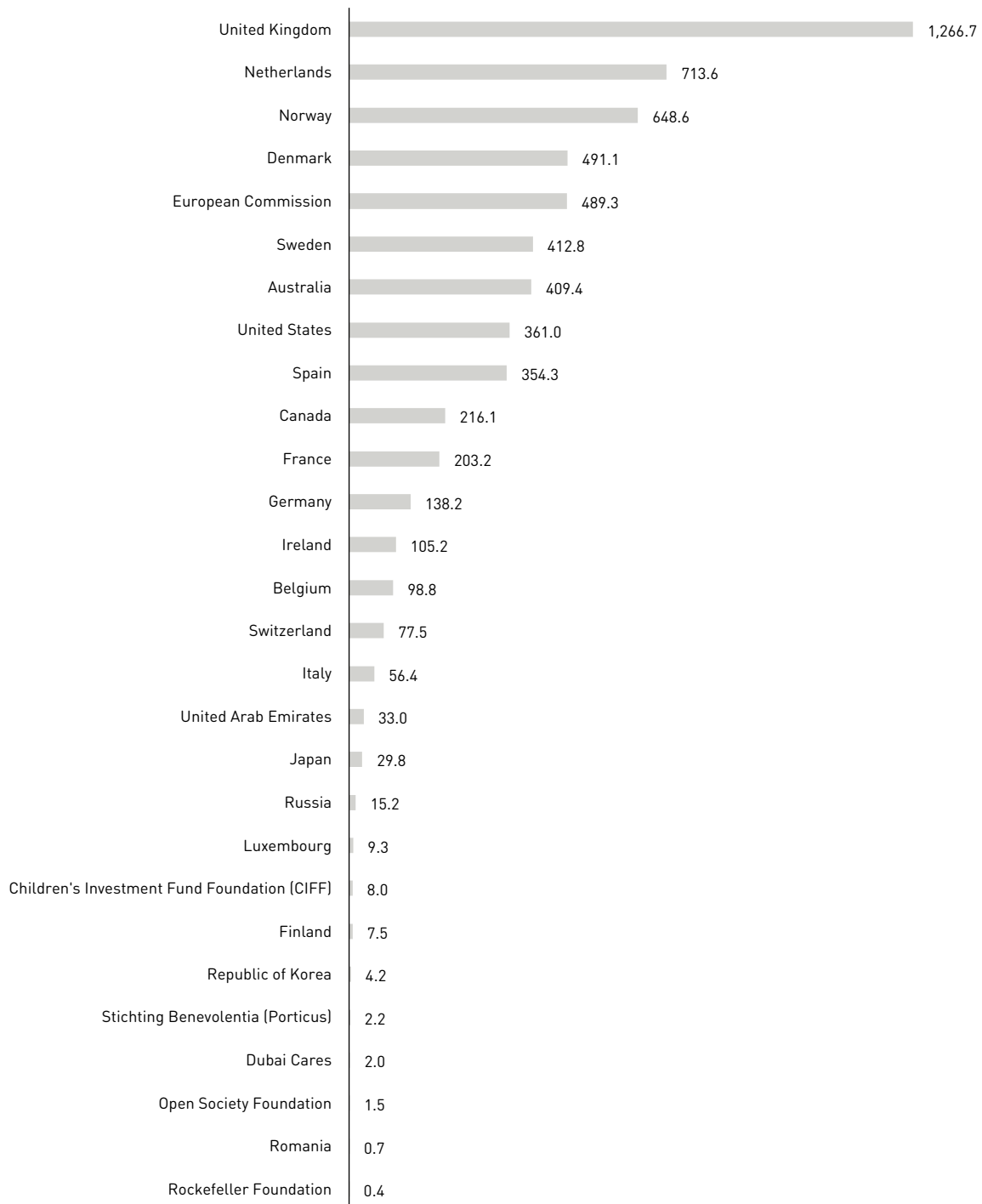


FIGURE R.2.

DONORS' CONTRIBUTION, CALENDAR YEAR 2019 (US\$, MILLIONS)

